Collaborative Learning Activity Framework on English Academic Performance of Senior High School Students

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Abstract: In certain circumstances, students experience difficulties in actively engaging with their studies, particularly within the school environment, and numerous factors contribute to this challenge. This research, entitled "Collaborative Learning Framework on Senior High School Students' Academic Performance in English at Partida National High School," explores the relationship between collaborative learning and the academic performance of senior high school students in English. Guided by the axioms of performance in Elger's Theory of Performance, this study sought to identify solutions and develop a practical framework in English centered around collaborative learning. Employing a quantitative method, the research gathered data from 182 senior high school students at Partida National High School. The findings indicate that collaborative learning enhances student progress, motivation, and productivity. Furthermore, when considered in conjunction with the principles of axioms of performance as defined by the Theory of Performance, students are better equipped to manage their performance and incorporate these axioms into their learning. Through collaborative learning and the application of axioms of performance, students tend to achieve personal growth and improvements in their academic performance in English.

Keywords: *Collaborative Learning Framework; SHS English; Academic Performance; Activities*

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I. INTRODUCTION

In modern days, wherein technological advancement and new trends arise in education. Students try to be more flexible in finding ways to stay be more productive while doing tasks and activities. The students adapt different learning styles so they can stay motivated while studying. Many learning styles have occurred and affect the students because of their easier to accommodate the sustainable learning. As a matter of fact, multiple issues and concerns were associated with the difficulties in definite situation that learners encounter while incorporating with the education. It arise the trend that necessary to provide a clarification that can assist the students' maximum experiences in educational life.

As part of our daily lives, being confident to collaborate with people has an impact on achieving better academic performance. One way to improve students' self-confidence is to implement a collaborative learning model. Improving students' self-confidence using collaborative learning models can be done by conducting classroom action research (Nurhayati, N., Rosmaiyadi, R., & Buyung, B. 2017). However, due to many students have low confidence in many aspects, which generates a perception of fear in many people. It is primarily a problem that affects their academic performances. According to American Psychological Association. (2020, January), low self-esteem leaves students doubting their ability to succeed, making them hesitant to engage in learning. In the study of Alghamdi, S. A., Aljaffer, M. A., Alahmari, F. S., Alasiri, A. B., Alkahtani, A. H., Alhudayris, F. S., & Alhusaini, B. A. (2023), out of 1099 students in Saudi Arabia (55.9% females and 50% males), 24.1% showed low self-esteem. Independent significant predictors of low self-esteem were female gender and diagnosis with mental illness. Increasing GPA was associated with better self-esteem. The result shows that Participating in students' study groups and attending self-development programs were estimated to be the protective factors against low self-esteem. It mold a diverse aspect that build certain problems in developing ourselves.

Today, students are having difficulties in promoting themselves to communicate and response to the modern nature of socialization. Communication they say, is considered as the key to sustain global posterity and equilibrium. However, peace and equilibrium seem farfetched in the prevailing crisis situation. As Covid-19 ravages the world, people are increasingly getting to comprehend the sheer importance of communication and resultant collaborations (Athique, A. (2020). In the study of Saripah, I., Supriatna, M., Oktaviani, B., Solehuddin, M., & Suryana, D. (2020), the results showed that the interpersonal communication skills of fifth-grade elementary school students were generally at medium qualifications with a proportion of 48.21%. The positiveness indicator was a low category, in addition to the interpersonal communication skills of female students was higher than men students. Students communication skills are boxed their fear and cultural trends. It develops a relevant issues on students learning style..

Many students are imprisoned by some factors that affecting their socialization in this new environment. They can't show themselves to enhance and develop their skills and academic performances. This rely on many students who are experiencing fear of socializing among individuals within the environment. Students may feel demotivated while working the task and activities that incorporates on their daily basis. Only 46% of students reported feeling engaged at school in 2021. This was a significant decrease from 53% in 2019 and 65% in 2018. 20% of students report feeling disengaged (Edge, S., 2021, August 10). They may feel this kind of issues due to their thoughts about getting rejected or something that makes them uncomfortable while socializing with other people.

Collaborative learning is an educational approach that uses groups to enhance learning through working together (Andreev, I. 2022). This learning style is convenient, it allows students to accomplish tasks while working with groups. It motivates most students in terms of sharing their own ideas and thoughts to maximize their communication skills. Collaborative learning signifies the willingness to employ group participation in order to achieve the ideal aspirations. Students' perceptions on learning that enhances their communication skills, confidence, social interactions, and other areas that can enhance their academic performance can encourage them to collaborate with others. Many problems are conquering the students ability to maximize their performances. It can be communicative, social, or self-esteem-based. It employs issues and difficulties in providing a good learning process and achieving good performances.

Collaborative learning establishes a static yet dynamic way of learning. It proposes better communication with others while incorporating activities. Regarding how it will impact the academic motivation of the students, it will also imply the aspect of socializing and having fun in the environment. Learning as a group is often more enjoyable and less tedious than reading training materials, listening to a lecture or watching an instructional video alone (Herrity, J. 2023). In the study of Eduflow (2020), 60% respondents

shows that collaborative Learning is essential. It will allow for further understanding of how it has a significant impact on students learning styles.

According to Cagatan, N. P., & Quirap, E. A. (2024), collaborative learning has a positive impact on students confidence. Students who engage in collaborative learning has higher level of confidence. It provides students with a sense of support and affirmation from their groupmates, which helps them gain their confidence in their understanding. It allows students to learn from their peers, gain different perspectives, and identity their mistakes, leading to increased confidence in their knowledge. Additionally, Collaborative learning help them to know their strengths and weaknesses, which can contribute to increase the student's confidence. Overall, Collaborative learning creates a more relaxed and interactive learning environment, where students can feel more confident to participate in classes.

The purpose of this study is to examine the impact of collaborative learning on the academic performance of the students and to create a mindful framework regarding on collaborative learning to further give a better learning style to students. As collaborative learning is a flexible process of learning that incorporates activities, creating a framework will improve and help the students to be guided in this learning style. Students academic motivation will be enhanced as they will have a chance to socialize and make connections with others. It generates a positive impact on the styles and perceptions of the students about learning. They can associate with this learning styles to improve their educational skills and learn to be a socialize person to feel motivated while in a group of people.

A framework that will guide as a blueprint for the students will keep them motivated and will lead to development and improvements on their academic performance. Regarding this study, a collaborative framework will create mindful aspects in the process of student mindset immersion and reflective practice. This will come up to the day-to-day practices that students are involved in different activities and works they are incorporating. Vygotsky termed this as collaborative dialogue, as the learner seeks knowledge, internalizes the information provided by the More Knowledgeable Other, then uses that information to guide their own actions (Andreev, I. 2024).

Studies have shown that collaborative learning provides students with the opportunity to develop a higher level of thinking skills. According to Cheng, F.-F., Wu, C.-S., & Su,P.-C. (2021), collaborative learning encourages the students to actively engage, leading to a deeper understanding. When students discuss and explain concepts to each other, students reinforce their own understanding to do better work. Students improve their ability to recall information by teaching and learning from each other. Teaching others is one of the most effective ways to learn when students explain the concepts to their peers. And it fosters communication skills, as students must articulate

their ideas and listen to others. The results showed that socialization level have a great value for academic related purposes, particularly as teaching and learning and most of the respondents agreed that socialization build their confidence and they have a good communication with others, (Bagum,M., Rabbia Khalil Khan, & Muhammad Jawad Tehsain. 2022). That's why communication skills are not only crucial for academics but also for personal and professional development.

➢ *Research Questions*

In this study, the research aimed to evaluate the possible influence of collaborative learning framework on the improvements of students' academic performance in English at Partida National High School.

● Specifically, the study aimed to answer the following questions:

● How may collaborative learning being used by the respondents be described in terms of:

● convenience;
● process;
● structure;
● reliability; and
● connectivity?

● How may the improvements of academic performance in English of the respondents be described in terms of:

✓ performer's mindset;
✓ immersion; and
✓ reflective practice?

● Is there a significant relationship between collaborative learning and the students' academic performance in English?

II. METHODOLOGY

➢ *Research Design*

This study employed a quantitative research method, characterized by the systematic measurement, mathematical collection, and analysis of data obtained through observation, surveys, and questionnaires. Quantitative research aims to evaluate data and findings from various perspectives, seeking to answer questions such as "how long," "how many," and "to what degree" (Ghanad, 2023). The collection, analysis, and interpretation of measurable data are essential for validating the study's hypotheses. This approach, based on a logical framework, relies on rigorous data collection and analysis to generate findings that can be generalized to a broader population. The quantitative method allows researchers to collect numerical data from the sample, producing highly reliable results and facilitating a broader study (Sheard, 2020).

To investigate the relationships between learning style, collaborative learning, and academic performance, the researchers formulated variables. The initial step involved identifying the independent and dependent variables to determine the relationship and significance of collaborative learning on students' academic performance. This was crucial for ensuring the validity, reliability, and overall framework of the study.

The second step focused on identifying gaps in existing literature and pinpointing specific research problems. This involved a thorough assessment and review of the current literature to identify areas requiring further understanding, improve research plans, and ultimately achieve the researcher's objectives. By addressing these gaps, the study aims to contribute new insights to the field.

The third step involved selecting an appropriate research methodology to guide the study. This included determining the research approach and identifying the data collection instrument, which, in this case, was a questionnaire.

Subsequent steps involved securing the necessary legal permits and approvals from relevant authorities before the instrument's validation and administration. This ensured ethical and legal compliance throughout the research process. Following this, the questionnaires were administered to pilot testing respondents, ensuring clear instructions were provided. The data collected during pilot testing was then analyzed to refine the instrument and procedures.

The fifth step involved collecting data from the pilot testing responses, organizing and arranging the data, and conducting reliability testing. After validation and reliability testing, the questionnaires were administered to the target respondents, and data treatment procedures were implemented.

Finally, a collaborative framework in English was developed. In the conclusion phase, the researchers analyzed the collected data and formulated recommendations based on the results and findings of the study.

➢ *Respondents of the Study*

This study utilized a stratified random sampling method. This technique was chosen because it is well-suited for selecting a representative subset of individuals or data points from a larger, diverse population, ensuring that each individual has an equal chance of being selected within their specific stratum (Jawad Golzar et al., 2022). This approach aims to obtain a sample that accurately reflects the characteristics of the overall population. Stratified random sampling is a widely used sampling method in quantitative studies employing survey instruments, particularly when dealing with homogeneous and uniformly selected populations. As Lauren Thomas (2020) notes, stratified random sampling is valuable for making statistical inferences about a population and helps ensure high internal validity.

Table 1 Respondents of The Study

SHS TRACK	Frequency	Percentage
Academic Track	153	84. 10%
Technical Vocational and Livelihood Track	29	16%
Total	182	100%

➤ *Data Gathering Procedures*

The data gathering procedure comprised several key stages to ensure the collection of accurate and reliable data. These stages included: (1) the construction of the instrument, (2) validation and reliability testing of the instrument, and (3) administration of the instrument. The initial stage involved the careful design and development of the data collection tool – a survey questionnaire tailored to the specific research objectives. Subsequently, the instrument underwent validation and reliability testing to assess its effectiveness in accurately measuring the intended variables. Finally, the validated instrument was administered to the target respondents, ensuring proper implementation and adherence to standardized protocols. These systematic procedures ensured the collection of high-quality and dependable data for subsequent analysis and interpretation.

➤ *Statistical Treatment of Data*

To ensure the accuracy and reliability of data interpretation, the following mathematical tools were employed: weighted mean, standard deviation, and Pearson correlation coefficient (r). Furthermore, IBM SPSS software was utilized for statistical analysis.

➤ *The Following Statistical Procedures Were Used in the Interpretation of yhe Data Gathered from the Study:*

- Weighted Mean and Standard Deviation: To describe the students' academic performance in English as influenced by collaborative learning, based on the three axioms of performance in Elger's theory of performance, a weighted mean and standard deviation were used. The weighted mean represents the average of a given data set, accounting for the varying importance (weight) of each data point. The standard deviation measures the spread or dispersion of data points in relation to the mean. These measures were utilized to address specific research questions concerning the influence of collaborative learning on academic performance. A four-point Likert scale was used to interpret the mean scores provided by the respondents.
- Pearson Correlation Coefficient (r): The Pearson correlation coefficient (r) was used to determine the strength and direction of the linear relationship between collaborative learning and students' academic performance in English.

➤ *Description of Influence of Collaborating Learning on Respondent's Academic Performance*

- *Convenience*

Table 2 Collaborative Learning on Respondent's Academic Performance in Terms of Convenience

As a student…..	Weighted Mean	Verbal Description
1. I find it easier to study in English when I collaborate with my classmates.	3.63	Strongly Agree
2. I find it easier to finish my activities quicker and more convenient when collaborating with my classmates.	3.54	Strongly Agree
3. Collaborative learning is convenient in accessing diverse viewpoints that provides deeper understanding.	3.56	Strongly Agree
4. Collaborative learning encourages real-time knowledge exchange and support in English.	3.52	Strongly Agree
5. I believe collaborative learning creates a shared sense of responsibility for success, which eases the pressure on individual learners.	3.57	Strongly Agree
6. I agree that collaborative learning makes peer evaluations more effective.	3.54	Strongly Agree
7. I believe that collaborating with my classmates helps me to understand the lesson in English.	3.55	Strongly Agree
8. I believe that collaborative learning can make balancing of works a lot easier.	3.55	Strongly Agree
9. I find collaborative learning helps simplify the process of brainstorming and refining ideas.	3.55	Strongly Agree
10. I find it easier to study while collaborating with my classmates.	3.52	Strongly Agree
Average	3.55	Strongly Agree

Table 2 presents data on the perceived convenience of collaborative learning for senior high school students' academic performance in English. Item 1, "It is easier to study when I collaborate with my classmates," received the highest weighted mean of 3.63, indicating strong agreement among respondents. Conversely, items 4 and 10,

"Collaborative Learning encourages real-time knowledge exchange and support" and "It is easier to study while collaborating with my classmates," had the lowest weighted mean of 3.52. Item 5 had a weighted mean of 3.57, while item 3 had a weighted mean of 3.56. Items 7, 8, and 9 shared a weighted mean of 3.55. Items 2 and 6 had a weighted mean of 3.54. The data demonstrates an overall strong agreement with the survey items, supported by an average weighted mean of 3.55 and a standard deviation of 0.03 across all items.

These findings suggest that senior high school students perceive collaborative learning as a convenient and valuable tool for expanding their knowledge base and enhancing their skills, communication abilities, and overall performance both within and beyond the classroom setting. Students' strong agreement with the survey items highlights their recognition of collaborative learning as a useful and supportive learning style. The survey, conducted with 182 senior high school students from Grades 11 and 12, explored the perceived convenience of collaborative learning and its impact on academic performance. The widespread agreement among the 182 participants underscores the potential of collaborative learning as a sustainable and effective learning approach.

A recent study by Nazeef et al. (2024) also supports the effectiveness of collaborative learning in enhancing academic performance in higher education (B.Ed. Honors), emphasizing the importance of social factors in promoting student collaboration. This research further highlights the role of collaborative learning in fostering academic development among students (Nagina Muhammad Nazeef et al., 2024).

- *Process*

Table 3 Collaborative Learning On Respondent's Academic Performance In Terms Of Process

As a student…..	Weighted Mean	Verbal Description
1. Collaborative learning helps me understand my performance improvements in English.	3.53	Strongly Agree
2. I find collaborative learning as a way to establish clear communication among my peers.	3.59	Strongly Agree
3. I develop my confidence to communicate because of collaboration.	3.54	Strongly Agree
4. The process of collaboration makes me feel confident while communicating with my groups.	3.57	Strongly Agree
5. I manage to use collaborative learning to enhance my self-productivity and motivation in learning English.	3.58	Strongly Agree
6. I see collaboration as a useful way to develop my performance.	3.55	Strongly Agree
7. I always collaborate to maintain a good performance and have a relationship with my peers.	3.58	Strongly Agree
8. I see the process of collaborative learning as a reliable, effective learning style in English.	3.53	Strongly Agree
9. Within the process of collaborative learning, it helps me to think critically and adhere my opinions with others.	3.59	Strongly Agree
10. I find collaborative learning as my reliable learning style that can support to my personal development.	3.57	Strongly Agree
Average	3.56	Strongly Agree

Table 3 illustrates the perceived benefits of the collaborative learning process on senior high school students' academic performance in English. Items 2 and 9, "Collaborative learning is a way to establish clear communication among my peers" and "The process of collaborative learning helps me to think critically and adhere my opinions with others," received the highest weighted mean of 3.59, signifying strong agreement among the respondents. Items 5 and 7 followed closely with a weighted mean of 3.58, with the respective statements being "I manage to use collaborative learning to enhance my self-productivity and motivation" and "I always collaborate to maintain a good performance and have a relationship with my peers." Conversely, items 1 and 8 garnered the lowest weighted mean of 3.53, while still maintaining a strong agreement level. Overall, the average weighted mean for all ten items related to the process of collaborative learning on senior high school students' academic performance was 3.56, with a standard deviation of 0.02, indicating a consensus of strong agreement.

These findings suggest that senior high school students view collaborative learning as a valuable process that fosters improvement, facilitates clear communication, cultivates confidence, boosts self-productivity and motivation, strengthens peer relationships, and serves as a reliable and effective learning style.

The consistent strong agreement across all items underscores the perception that the collaborative learning process contributes significantly to students' academic development and performance. The items collectively highlight how collaborative learning functions as a catalyst for enhancing students' functionality and productivity.

The results align with previous research indicating the efficacy of collaborative learning in promoting interaction and its significant relationship with learners' academic performance (Cagatan & Quirap, 2024).".

- *Structure*

Table 4 Collaborative Learning On Respondent's Academic Performance In Terms Of Structure

As a student…..	Weighted Mean	Verbal Description
1. Collaborative learning enhance my academic performance in English.	3.58	Strongly Agree
2. I boost my communication skills when I am using collaborative learning.	3.57	Strongly Agree
3. I participate in collaborative activities go enhance my self confidence.	3.52	Strongly Agree
4. I see collaborative learning as my guiding blueprint that will help me to achieve my performance improvements in English.	3.54	Strongly Agree
5. I find collaborative learning beneficial in my experiences.	3.59	Strongly Agree
6. I noticed many changes in my leaning skills in English due to collaborative learning.	3.56	Strongly Agree
7. I find collaborative learning more effective than self learning.	3.51	Strongly Agree
8. I use collaborative learning to equip my self for daily activities as it gives significant use on me.	3.54	Strongly Agree
9. I use small group form in doing collaborative activities.	3.53	Strongly Agree
10. I can easily understand the task when it's collaborative.	3.52	Strongly Agree
Average	3.55	Strongly Agree

Table 4 examines the structure of collaborative learning and its influence on students' academic performance in English. Item 5, "I find collaborative learning as beneficial in my experiences," received the highest weighted mean of 3.59, indicating strong agreement among respondents. Conversely, Item 7, which addressed collaborative learning being more effective than self-learning, garnered the lowest weighted mean of 3.51. The remaining items displayed results within a close range of these values. Overall, respondents strongly agreed with the survey statements, as reflected in the average weighted mean of 3.55. The data also exhibited a standard deviation of 0.03, indicating consistency in the responses.

Table 4 highlights the perceived benefits that students derive from collaborative learning, which leads to their enhanced academic performance. The highest mean indicates that collaborative learning is considered a beneficial tool that positively influences students' experiences. Students reported an increase in confidence, improved understanding of tasks, greater readiness for daily activities, and the development of various skills. Collectively, these tables demonstrate that students strongly agree with the structured approach of collaborative learning and acknowledge the benefits it offers in terms of enhancing their academic performance in English.

A recent study by Nagina Muhammad Nazeef, Khan, and Ali (2024) investigated the influence of collaborative learning on the academic performance of B.Ed. students. The research emphasized the role of social factors, such as interactions with peers and other individuals, in improving students' academic outcome.

- *Reliability*

Table 5 Collaborative Learning on Respondent's Academic Performance in Terms of Reliability

As a student…..	Weighted Mean	Verbal Description
1. I performed well in English within collaboration.	3.57	Strongly Agree
2. Collaborative learning helps me develop my performance in English.	3.54	Strongly Agree
3. I use collaborative learning as my trustworthy form of learning.	3.55	Strongly Agree
4. I use collaborative learning as my development support.	3.55	Strongly Agree
5. I performed well in English because of collaborative learning.	3.50	Strongly Agree
6. I rely on collaborative learning as I see it as my on-the-go learning style.	3.49	Strongly Agree
7. Collaborative learning makes me perform well as it gives reliable aspects	3.58	Strongly Agree
8. I always collaborate with my groups to enhance my learning	3.51	Strongly Agree

As a student…..	Weighted Mean	Verbal Description
reliability in English.		
9. I use collaborative learning as my dependent, reliable learning style.	3.55	Strongly Agree
10. I use collaborative learning as it gives reliable aspects in making development and improvements.	3.52	Strongly Agree
Average	3.54	Strongly Agree

Table 5 illustrates the perceived reliability of collaborative learning in supporting senior high school students' academic performance in English. Data indicates strong agreement across all items, suggesting students generally view collaborative learning as a reliable learning style. Item 1, which states, "I performed well in English within collaboration," had the highest weighted mean of 3.57. Item 6 had the lowest weighted mean of 3.49. As with prior results, all items were interpreted as "strongly agree," with an overall average of 3.54 and a standard deviation of 0.03.

In terms of reliability, senior high school students strongly agree that collaborative learning provides reliable learning experiences that enhance their personal development. This includes accumulating various improvements in their English academic performance. Item 7, "Collaborative learning makes me perform well as it gives reliable aspects," highlighted collaborative learning's reliability across different facets of students' performance in English. The reliability of collaborative learning, according to the students, has a positive impact on their development and academic achievement.

A study by Qureshi et al. (2023) similarly suggests that social factors such as peer interaction, social presence, and social media usage positively influence active collaborative learning and student involvement, which enhances learning performance, as indicated by structural equation modeling (SEM).".

- *Connectivity*

Table 6 Collaborative Learning on Respondent's Academic Performance in Terms of Connectivity

As a student…..	Weighted Mean	Verbal Description
1. I incorporate my learning in English and performance into collaborative learning.	3.60	Strongly Agree
2. I use collaborative learning to connect with my performance	3.51	Strongly Agree
3. With the use of collaborative learning, I connect my performance and improvements.	3.59	Strongly Agree
4. I always think about the sustainable connection between my performance in English and collaborative learning.	3.53	Strongly Agree
5. I recognize collaboration with my classmates, as I wanted to have a connection with them.	3.53	Strongly Agree
6. With collaborative learning, I can associate myself with my peers.	3.47	Strongly Agree
7. I see myself as a prior person who seeks connection with others.	3.51	Strongly Agree
8. I use collaborative learning to have a connection between my groups.	3.54	Strongly Agree
9. I manage to have connectivity between my performance and my peers because of collaborative learning.	3.52	Strongly Agree
10. Collaborative learning helps me connect through my development and improvements in English.	3.56	Strongly Agree
Average	3.54	Strongly Agree

Table 6 presents data regarding the perceived connectivity of collaborative learning to students' academic performance in English. Item 1, "I incorporate my learning and performance into collaborative learning," received the highest weighted mean of 3.60. Conversely, items 2 and 7, which pertained to connection with other students, had a weighted mean of 3.51. Item 3, which focused on connecting performance and improvements, had a weighted mean of 3.59. Items 4 and 5, "I always think about the sustainable connection between my performance and collaborative learning" and "I recognize collaboration with my classmates, as I wanted to have a connection with them," had weighted means of 3.53. Item 6, "With collaborative learning, I can associate myself with my peers," had the lowest weighted mean of 3.47. Items 8, 9, and 10 had weighted means of 3.54, 3.52, and 3.56, respectively. The qualitative descriptions for all items reflected strong agreement, with a total average of 3.54 and a standard deviation of 0.04.

These results indicate that students strongly agree that connecting their academic performance to collaborative learning helps them incorporate new knowledge, form connections, sustain learning, associate with peers, and encourage their overall development and academic improvements. These items were designed to assess whether students integrate collaborative learning into their academic

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pursuits to foster a diverse environment conducive to skill development, improved communication, increased confidence, and other enhancements in their English academic performance. Overall, students strongly agreed that the connection between collaborative learning and their academic performance in English is positively correlated with their progression towards development and academic improvements.

According to a study by UNICEF & ITU (2021), persistent gaps and challenges are associated with the hard and soft infrastructure that supports connectivity in education. The report emphasizes that school connectivity is essential for building an education system that is resilient to disruptions and adaptable to the digital age.

➢ *Improvement in the Academic Performance in English*

• *Performer's Mindset*

Table 7 Description of Students' Academic Performance in Terms of Performer's Mindset

As a student….	Weighted Mean	Verbal Description
1. I feel energized by the synergy that arises from teamwork.	3.58	Strongly Agree
2. I believe that brainstorming with others leads to better solutions.	3.58	Strongly Agree
3. I believe that collaboration enhances my critical thinking skills.	3.55	Strongly Agree
4. I think that group learning helps me develop a better mindset.	3.55	Strongly Agree
5. I believe that collaborating with others enhances my learning experience.	3.50	Strongly Agree
6. I believe that teamwork fosters creativity and innovation.	3.61	Strongly Agree
7. I feel that collaborative learning helps build a supportive community for my studies.	3.55	Strongly Agree
8. I believe that sharing responsibilities in group work leads to better results.	3.57	Strongly Agree
9. I feel more confident in my abilities when I work in a team.	3.56	Strongly Agree
10. I see collaboration as a way to enhance my reading abilities.	3.54	Strongly Agree
Average	3.56	Strongly Agree

Table 7 characterizes the performers' mindset regarding collaborative learning and its impact on students' academic performance in English. Items 1 and 2, "I feel energized by the synergy that arises from teamwork" and "I believe that brainstorming with others leads to better solutions," had a weighted mean of 3.58. Items 3, 4, and 7, which pertained to the effectiveness of collaborative learning, had a weighted mean of 3.55. Item 5, "I believe that collaborating with others enhances my learning experience," had the lowest weighted mean of 3.50. Item 6, "I believe that teamwork fosters creativity and innovation," achieved the highest weighted mean of 3.61. Items 8, 9, and 10 had weighted means of 3.57, 3.56, and 3.54, respectively. All items showed strong agreement, with a total average of 3.56 and a standard deviation of 0.03.

The data suggests that senior high school students are embracing collaborative learning to further enhance their academic performance and cultivate a mindset that contributes to their overall development and improvements. Students expressed confidence in their abilities and recognized that collaborative learning improves their reading skills, encourages creativity and innovation, and facilitates a supportive community for their studies. A positive mindset and perspective enable them to create meaningful effects and improvements through collaborative learning experiences.

The students demonstrate both growth and fixed mindsets toward studying English, irrespective of gender. A study by Dawala Wilang (2021) indicates that students face cognitive and affective challenges in English as a Foreign Language (EFL) settings.

• *Immersion*

Table 8 Description of Students' Academic Performance in Terms of immersion

As a student….	Weighted Mean	Verbal Description
1. With collaborative learning, I can communicate and have a stable relationship with my peers.	3.59	Strongly Agree
2. I immerse myself in a mindful relationship to communicate and have a significant impact on developing my performance in English.	3.63	Strongly Agree
3. I acquire the ability to immerse myself in my environment to explore new things to help me enhance my performance.	3.49	Strongly Agree
4. I always seek the development of my performance in English through immersion.	3.63	Strongly Agree

5. I always put behind my fear, pointing out the bright side of it.	3.66	Strongly Agree
6. I encourage myself to communicate and have a great relationship with the environment.	3.52	Strongly Agree
7. Immersion help me derive my development in progressing my performance.	3.60	Strongly Agree
8.. I always collaborate to enhance and use my immersive experience to have good communication to improve my performance in English.	3.63	Strongly Agree
9. I bodied my experience through immersion to further enhance my performance improvement properties.	3.53	Strongly Agree
10. I always mitigate and immerse with my environment to earn knowledge and good communication.	3.56	Strongly Agree
Average	3.58	Strongly Agree

Table 8 classifies the degree of immersion in collaborative learning and its relationship to students' academic performance in English. The first item, which focused on communication and fostering stable peer relationships, had a weighted mean of 3.59. Items 2, 4, and 8 shared a weighted mean of 3.63, reflecting students' agreement that "good communication improves my performance." Item 3, stating "acquire the ability to immerse myself in my environment to explore new things to help me enhance my performance," received the lowest weighted mean of 3.49. The highest weighted mean of 3.66 was recorded for item 5, "put behind my fear, pointing out the bright side of it. " Items 6, 7, 9, and 10 had weighted means of 3.52, 3.60, 3.53, and 3.56, respectively. All items indicated strong agreement, with an overall average of 3.58 and a standard deviation of 0.06.

The table indicates the importance of an enriching environment for students to immerse themselves in to influence their academic performance in English. As revealed, students strongly agree with the items presented, indicating that they believe in the power of critical thinking while immersing themselves in factors that affect their academic performance. Students have the capability to communicate with others and showcase their abilities and talents to further enhance their academic performance. As a result, students are cultivating the process of immersion to pursue development and enhance their abilities to explore their environment to improve their performance.

Immersion contributes to informal learning, community-based education, personal qualities development, English language acquisition, self-efficacy, language awareness, and exposure. Supriyono et al. (2020) recommend that other schools apply for such programs due to immersion's contribution to knowledge about the second language.

- *Reflective Practice*

Table 9 Description of Students' Academic Performance in Terms of Reflective practice

As a student….	Weighted Mean	Verbal Description
1. I find reflective practices effective in improving collaboration in learning English.	3.61	Strongly Agree
2. I make time to remember what happened in a whole day.	3.57	Strongly Agree
3. I reflect in my collaborative experiences.	3.50	Strongly Agree
4. Collaborative learning enhance my reflective practices.	3.54	Strongly Agree
5. I often participate in collaborative activities.	3.60	Strongly Agree
6. Reflective practices develops my collaborative skills.	3.52	Strongly Agree
7. I can learn more when I use collaborative learning.	3.55	Strongly Agree
8. I encourage myself when I encounter barrier like lack of time in reflective practices.	3.62	Strongly Agree
9. I can easily remember something, when I reflected on my experiences	3.58	Strongly Agree
10. I find collaborative learning effective, when I reflect on my experiences	3.55	Strongly Agree
Average	3.56	Strongly Agree

Table 8 illustrates the application of reflective practice in collaborative learning and its impact on students' academic performance in English. The first item, "I find reflective practices effective in improving collaboration," had a weighted mean of 3.61. Item 2, which addressed remembering events from the day, had a weighted mean of 3.57. Item 3, focusing on reflecting on collaborative experiences, had a weighted mean of 3.50, while Item 4 had a weighted mean of 3.54. Item 5, concerning participation in collaborative activities, had a weighted mean of 3.60. Item 6, "Reflective practices develop my collaborative skills," received the lowest weighted mean of 3.52. Items 7 and 10

had weighted means of 3.55. Item 8, "I encourage myself when I encounter barriers like lack of time in reflective practices," achieved the highest weighted mean of 3.62. Item 9, which focused on ease of recall when reflecting on experiences, had a weighted mean of 3.58. All items reflected strong agreement, resulting in a total average of 3.56 and a standard deviation of 0.04.

The data suggests strong agreement among students regarding the positive impact of reflective practice on their academic performance. Students are applying reflective practices to assess their day-to-day experiences and incorporate them into their academic pursuits. They view reflective practice as an effective method for improving their collaboration in learning, utilizing past experiences as a foundation for their academic journey. Furthermore,

reflective practice aids in the development of collaborative skills, enabling a balanced adjustment to the prior approach within their environment. Students also use reflective practice when facing problems, drawing upon past experiences to inform their actions.

While reflective practices in education are generally supported, Machost & Stains (2023) note that the literature often concentrates on the benefits for students, complex studies, and students' comprehension and acquisition, which may lead to a lack of nuanced consideration of other perspectives or potential drawbacks.

➢ *Relationship Between Collaborative Learning and Students' Academic Performance in English*

Table 9 Test of Relationship Between Collaborative Learning and Students' Academic Performance in English

Axioms of Performance		Convenience	Process	Structure	Reliability	Connectivity
Performer's Mindset	r	0.7512	0.7188	0.8216	0.8550	0.8842
	p	0.0001	0.0001	0.0001	0.0001	0.0001
Immersion	r	0.7216	0.7392	0.8271	0.8525	0.8821
	p	0.0001	0.0001	0.0001	0.0001	0.0001
Reflective Practice	r	0.7455	0.7449	0.8455	0.8603	0.8786
	p	0.0001	0.0001	0.0001	0.0001	0.0001

Table 9 presents a correlation analysis examining the relationships between collaborative learning and students' academic performance in English. Using Pearson's r correlation coefficient with a significance level of 5% (α = 0.05), the researcher tested the study's hypotheses.

The results indicate significant positive correlations between several axioms of performance—performer's mindset (r = .751, p < .0001), immersion (r = .722, p < .0001), and reflective practice (r = .746, p < .0001)—and the perceived convenience of collaborative learning. The strength of these correlations ranged from moderate to strong, suggesting that when students perceive collaborative learning as convenient, they are more likely to exhibit a positive performer's mindset, become more immersed in the learning process, and engage in reflective practices. These axioms are therefore significantly related to the perceived convenience of collaborative learning in promoting improved student performance.

Furthermore, the analysis revealed significant positive relationships between performer's mindset (r = .719, p < .0001), immersion (r = .739, p < .0001), reflective practice (r = .745, p < .0001) and the process of collaborative learning. Indicating the strength of correlation that ranged from moderate to positive. This suggests that axioms of performance relates to the process of collaborative learning in a way in improving students performance.

Moreover, there were significant positive correlations between performer's mindset (r = .822, p < .0001),

immersion (r = .827, p < .0001), reflective practice (r = .846, p < .0001) and the structure of collaborative learning in enhancing the academic performance of the students in English. Exhibiting the strength of correlation that ranged from strong and positive. This means that a good structured learning environment will also help students to improve their academic performance in English.

The analysis also demonstrated significant, strong positive correlations between performer's mindset (r = .855, p < .0001), immersion (r = .853, p < .0001), reflective practice (r = .860, p < .0001) and the reliability of collaborative learning. This result shows that the axioms of performance is significant to the reliability collaborative learning of the students and helps them improve in their academic performance in English.

Lastly, students learning exhibits the connectivity with strong positive correlations between performer's mindset (r = .884, p < .0001), immersion (r = .882, p < .0001), reflective practice (r = .879, p < .0001). These connection significantly improves connectivity with student's mindset, immersion and reflective practice.

III. DISCUSSION

➢ *Influence of Collaborating Learning on Respondent's Academic Performance*

The findings of this study consistently demonstrate a strong, positive perception of collaborative learning among senior high school students. The results indicate that students

perceive collaborative learning as a convenient, valuable, and reliable tool that enhances their academic performance in English. Students recognize collaborative learning as a supportive process that improves communication, boosts confidence, increases self-productivity, strengthens peer relationships, and connects them more effectively to the material. The study further highlights the belief among students that collaborative learning helps them develop skills, connect with their peers, and fosters an environment conducive to overall personal and academic growth. The connectivity and immersion that occurs during this practice contributes to their ability to positively enhance skills. The study supports previous research, which indicates the positive relationship between collaborative learning and academic outcomes, particularly when social factors and connectivity are emphasized.

➢ *Improvement in the Academic Performance in English*

The data indicates that senior high school students generally embrace collaborative learning as a method to enhance their academic performance, fostered by a positive mindset, increased confidence, and the recognition that collaborative learning improves key skills such as reading, creativity, and innovation. While students exhibit both growth and fixed mindsets in their approach to studying English, they acknowledge that collaborative learning can foster a supportive academic community. The study also highlights the critical role of an enriching environment that allows students to immerse themselves fully in the learning process, apply critical thinking skills, and leverage their talents through communication and collaboration. The incorporation of reflective practices further supports academic growth, allowing students to learn from their experiences and refine their collaborative skills, while acknowledging that a balanced perspective is necessary when implementing reflective practices in educational settings. This highlights the importance of a balanced and student-centered approach to foster collaborative learning in improving a student's capacity in immersion, mindset, and reflective practice.

➢ *Relationship Between Collaborative Learning and Students' Academic Performance in English*

The correlation analysis reveals a clear and consistent pattern: the axioms of performance (performer's mindset, immersion, and reflective practice) are significantly and positively related to various aspects of collaborative learning, including its perceived convenience, process, structure, reliability, and connectivity. These strong correlations suggest that when students view collaborative learning experiences as convenient, well-structured, reliable, and highly connected, they are more likely to develop a positive performer's mindset, become deeply immersed in the learning process, and engage in thoughtful reflective practices. As such, cultivating these axioms within collaborative learning environments appears crucial for maximizing the potential of this pedagogical approach to enhance students' academic performance in English.

IV. CONCLUSIONS

Senior high school students perceive collaborative learning positively, viewing it as a valuable tool that enhances their academic performance in English by improving skills, communication, and connection with peers and learning materials. This approach fosters a range of positive developments, including enhanced critical thinking, skill development, and a more positive mindset, creating a more confident and connected learning environment. A key finding is the significant relationship between collaborative learning and axioms of performance—mindset, immersion, and reflective practice—indicating that a well-structured, reliable, and connected collaborative setting is more likely to cultivate these crucial elements. Thoughtful implementation of collaborative learning, considering convenience, process, structure, reliability, and connectivity to promote immersion, provides an opportunity for overall growth and skill development, emphasizing the importance of integrating connectivity to boost student's immersion, mindset, and practice in collaborative educational initiatives.

V. RECOMMENDATIONS

The following recommendations are offered to enhance the effectiveness of collaborative learning in improving the academic performance of senior high school students in English: Educators should prioritize creating collaborative learning environments that are not only well-structured and reliable but also foster a sense of connectedness and support among students, recognizing the significant role of social interaction in the learning process. Curriculum developers should consider strategies that facilitate the development of a positive performer's mindset, encourage deep immersion in the subject matter, and promote reflective practices, as these elements are strongly correlated with successful collaborative learning outcomes. Furthermore, schools and educators need to ensure that collaborative learning is implemented thoughtfully and equitably, paying attention to factors such as convenience, structured processes, reliability and connectivity, in order to optimize student engagement, skill development, and overall academic growth in English. To continue to seek improvements, create new teaching programs to help new students immerse into learning, to better academic performance in English learning.

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